

Lesson #2: What Happened to Fayette?

Susan Howey/ Trombly Elementary

Topic: Great Lakes Shipping

Target Grade: 4th Grade Social Studies

Lesson Overview:

In this lesson my students will gain an understanding of how the town of Fayette was begun, how it blossomed and its eventual demise. We'll look at the role that natural resources, shipping, and the market played in Fayette's history.

Objectives:

At the end of this lesson, students will be able to...

- 1.) Locate on a MI map the town of Fayette.
- 2.) Explain why the town of Fayette was located where it was, listing the natural resources/harbor that made it a viable location for a town.
- 3.) Explain how the resources and their development helped the town to grow to include stores etc.
- 4.) Identify which natural resources were shipped from Fayette and where they were shipped.
- 5.) Identify how the sawmill in Fayette helped play a role in the town's maritime shipping needs.
- 6.) Explain how the lack of management of the area's natural resources and the decline in the charcoal iron market eventually ended the town, and how the town might have been saved (by diversifying).

State of Michigan Content Standards

S.S. IV.LE.1 Grade 4
Explain why people must face scarcity when making economic decisions.
Soc.I.2.LE.3.Grade 4
Recount the lives and characters of a variety of individuals from the past representing the state of Michigan.
SOC.II.1.LE.2.Grade 4
Locate and describe diverse kinds of communities in Michigan and explain the reasons for their characteristics and locations.
SOC.II.2.LE.3.Grade 4
Describe the major physical patterns, ecosystems, <u>resources and land uses</u> in Michigan and explain the processes that created them.
SOC.II.3.LE.1.Grade 4
Describe major kinds of economic activity in Michigan and explain the factors influencing their location.

SOC.II.3.LE.3.Grade 4

Explain how transportation and communication link people and communities in Michigan.

SOC.II.3.LE.4.Grade 4

Describe some of the major movements of goods, people, jobs and information within Michigan and explain the reasons for the movements.

Language Arts Strand 2:A, 7

As a reader, students will use a variety of strategies to read widely in many genres...including regional realistic fiction.

Language Arts Strand 2:A,4

As a writer, students will write opinion pieces. (What could have saved Fayette?)

Materials:

Map/drawing of historic Fayette(1)
photos of the town(several from internet)
history of Fayette book
brochure from the visitor's center
"Barefoot Boys of Fayette" (1 per student)
Present-day MI maps (1 per group)
Popsicle sticks (big box)
construction paper (all colors)
bottle glue to build the town

Room Arrangement:

Arrange desks into a big "U" shape to facilitate discussion and cooperative activities for this lesson.

Vocabulary:

Natural resources- useful things found in nature (such as iron ore)
Maritime shipping- transportation of cargo via waterways
Port- a city or town with a harbor for loading/unloading cargo from a ship.
Harbor- a bay or cove; anchoring place for ships.
Sawmill- a place where trees are changed into useable timber.
"Company Town"- a town that is built around the business of one company or industry.
pig iron - also known as "charcoal iron"
smelting- heating ore to high temperatures to purify it.

Background Information:

-Historic Fayette brochure, "Barefoot Boys of Fayette", "Fayette Historic Townsite"

<http://www.sos.state.mi.us/history/museum/musefaye/kidsatfa.html>

(Kids of Fayette)

http://www.michigan.gov/documents/mhc_fay_fayette_townsite_map-bw_48384_7.pdf

(Historic Fayette Town map)

Pre-Assesment:

Ask students to locate Fayette on a map, and to tell me what the town is famous for and what the approximate population is. (I can pretty much guarantee that they have never even heard of Fayette.)

Focus Question: What happened to Fayette?

Attention Getter:

I would give my class a little background on the vibrant town of Fayette, including all that it had to offer. After they were sufficiently impressed, I'd show them my pictures of Fayette today, a virtual ghost town. Then I'd ask them, what do you think happened to this town?

Describe Classroom Activity:

1. I would provide each of my students with a map of the U.P. and Lake Superior and ask them to draw where they would like to mine their iron ore. We'd talk about why certain locations are better than others (proximity to a harbor) etc. Then we'd settle on Fayette for the place to do our mining.
2. We'd then start to discuss what the "company town" would need to take care of the workers. Do we NEED a park or a doctor? etc. What else would the townspeople need to survive? Lots of debate in this section about what is a necessity.
3. Groups of students could build (Popsicle sticks, construction paper, glue, poster board) the necessary structures. We'd talk about the role of the sawmill and how it also made parts for the barges that took the iron ore to Escanaba, which would also help us determine where to place the sawmill in our town.
4. Pig iron was shipped to Escanaba... Why was shipping it to Escanaba a good idea? this would be a good discussion question.
5. While all of this is going on, we'd also be immersed in reading aloud the novel "Boys of Fayette" to help the kids have more background information on the area.
6. Once our town is complete, I'll pull the plug on the charcoal iron market and tell the class that the Jackson Iron Company is now closed. I'll ask them how this will affect the town and the repercussions the closing will have on the townspeople.
7. Students will generate written theories/opinions about what would happen to the town and its people.
8. Finally, they will brainstorm ways the town might have been saved.

Assessment:

Twice weekly journal reflections will help the students and myself capture what we've learned about Fayette as well as encourage them to think about potential needs/problems the city could have. I will check the journal entries for at least 3 new ideas about Fayette. Less than that I will consider not passing, and discuss with students better note taking strategies.

Project: Children will recreate the town of Fayette in a map format, including the harbor, mining operation, and a few of the important buildings of the town (sawmill etc.). A route will be drawn to show the pig iron being shipped from Escanaba to Fayette. (This project will be completed in cooperative groups with direction from teacher as needed.)

Students will write a narrative explaining why the town was so successful but why it ultimately did not survive. Finally, they will be asked to provide one thing/way that could have helped the town to survive the closing of the mining operation.

Rubric

4 = All parts of question are answered correctly (successful town, why town failed, plan for saving town) and grammar, spelling, sentence sense are well developed.

3 = All parts of question are answered correctly but grammar, spelling, sentence sense are NOT well developed.

2 = 2 parts of question are answered correctly.

1 = 1 part of the question is answered correctly.

Extensions/Enhancements:

I hope to find video of the historical site to help deepen the children's understanding of the area. My lesson could be extended to include other "ghost towns" in Michigan. An obvious connection would also be to ask the kids what they think about so much of Detroit/Michigan's economy being tied up in one industry (auto industry) and what we could do to help keep our area from becoming a "ghost town".

Resources

<http://www.sos.state.mi.us/history/museum/musefaye/kidsatfa.html> (Kids of Fayette)

http://www.michigan.gov/documents/mhc_fay_fayette_townsite_map-bw_48384_7.pdf

Historic Fayette Town map

Historic Fayette brochure

Henry, Ragene. (2005). *Barefoot Boys of Fayette*. Auburn Hills: Edco Publishing.